

**New York State District-wide Growth Goal Setting Process:
Student Learning Objectives**

A Strategic Planner for Lockport City School District

Based On the Road Map for Districts provided by NYSED, November 2011

DRAFT

Steps in the Process	Activities	Persons Responsible	Deadlines	Notes/Questions
<p>Step One: One Full Day with Team (Plus Additional Training as Needed)</p> <p>Assess and Identify Priorities and Needs</p>	<p>Activities:</p> <ul style="list-style-type: none"> a) Determine who will participate in the completion of this step b) Call participants together to define focus areas from district strategic plans c) Articulate specific, measurable outcomes aligned to these focal points d) Determine how to leverage the growth goal-setting process in service to these outcomes <ul style="list-style-type: none"> i. Consider which measures provide the best evidence of growth relevant to each outcome (baseline, mid, post assessments) ii. Consider which measures are required and by whom iii. Determine where district-wide, building-wide, team-wide, and specific teacher goals should be set iv. Determine which decisions will be made by principals, and which decisions will be made by principals and teachers v. Define what needs to be learned relevant to comparability, rigor, reliability, and validity vi. Seek understanding via research 	<p>Lead Facilitators:</p> <p>Participants:</p>	<p>Step Planned by:</p> <p>Step Completed by:</p>	<p>How might portfolios, performance tasks, and measures defined by Inquiry Teams this fall inform these decisions?</p> <p>If we are to design additional measures, what needs to be learned about high quality assessment design, reliability, comparability, rigor, and validity in order to do this work well?</p> <p>What are the unintended consequences of any decision that is made at this phase of the work?</p>

	and contact those with expertise to share			
Step Two: 1-2 Full Days with Team Identify Who Will Have State-provided Growth Measures and Who MUST Have SLOs as “Comparable Measures of Growth”	Activities: <ol style="list-style-type: none"> Determine who will participate in the completion of this step. Call participants together to review guidance documents provided, including document 1 designed by Angela. Articulate which teachers will use State-provided measures and which will have to design SLOs Determine how principals will be supported to work with teachers to design SLOs Establish processes Set calendar for development of SLOs, implementation, review, scoring (see page 25 of guidance document power point) 	Lead Facilitators: Participants:	Step Planned by: Step Completed by:	<p>How can we articulate which teachers will be required to design SLOs and which will use growth measures in a meaningful and useful way?</p> <p>How do we accurately assess the needs of principals and support them to lead this work well?</p> <p>What information should be communicated to who and when within the system?</p> <p>How should this information be communicated?</p>
Step Three: 1 Full Day With Team (Plus Additional for Training and Time for Assessment Building As Needed) Determine How Specific SLOs Will be Set	Activities: <ol style="list-style-type: none"> Determine who will participate in the completion of this step. Call participants together to review guidance documents, including page 16 of the Road Map provided by SED (powerpoint slides) In cases where the district is not planning to require the use of existing, common district-wide assessments for specific grades/subjects: <ol style="list-style-type: none"> Determine if there are grades/subjects where the district wants to prioritize buying or creating additional assessments Determine if there are groups of teachers where school-wide, group, or team results based on NYS assessments are most 	Lead Facilitators: Participants:	Step Planned by: Step Completed by:	<p>How can we best articulate which assessment tools will be used for which purposes with who and when?</p> <p>If we are to design additional measures, what needs to be learned about high quality assessment design, reliability, comparability, rigor, and validity in order to do this work well?</p>

	<p>appropriate</p> <p>iii. Determine what the district will require of any remaining teachers who are not yet covered</p> <p>d) In cases where the district will require the use of existing, common district-wide assessments for specific grades/subjects:</p> <p>i. Identify which grades/subjects and assessments will be used: 3rd party NYSED approved? District or BOCES developed? Dept./School/Teacher Created</p> <p>e) Determine who will need additional training in high quality assessment design, ensuring comparability, rigor, validity, reliability</p> <p>f) Seek understanding via research or contact with those who have expertise</p>			
<p>Step Four: One Half Day</p> <p>Establish Expectations for Scoring SLOs, Determining Teacher Ratings</p>	<p>a) Determine who will participate in the completion of this step: who is responsible for scoring SLOs? Who is responsible for determining teacher ratings?</p> <p>b) Establish expectations for scoring SLOs using guidance documents, including pages 20-23 of the Road Map provided by SED (powerpoint slides)</p> <p>c) Consider how this data will be captured and stored</p>	<p>Lead Facilitators:</p> <p>Participants:</p>	<p>Step Planned by:</p> <p>Step Completed by:</p>	
<p>Step Five: ½-1 Full Day</p> <p>Determine District-Wide Processes for Setting, Reviewing, and Assessing SLOs in Schools</p>	<p>a) Determine who will participate in the completion of this step:</p> <ul style="list-style-type: none"> Who will be helping teachers learn how to design SLOs? Who will be reviewing and assessing them? Who will be training teachers and principals about norming activities, inter-rater reliability? Who will be determining where the 	<p>Lead Facilitators:</p> <p>Participants:</p>	<p>Step Planned by:</p> <p>Step Completed by:</p>	

	<p>data is stored?</p> <ul style="list-style-type: none"> • Who will address assessment security issues? • Who will be responsible for creating a secure, distributed scoring process? <p>b) Determine which decisions will be made at the District level and which will be made in schools with principals or with principals and teachers.</p> <p>c) Finalize the annual cycle of goal-setting, progress, and results meetings for SLOs (see page 25 of the guidance document powerpoint for a sample)</p> <p>d) Receive training in ensuring consistency and rigor across all classrooms, as needed.</p> <p>e) Determine if the district will approve all SLOs or just a sample of them</p> <p>f) Determine how data will be captured and where data will be stored</p> <p>g) Ensure security and distributed scoring processes, as needed</p> <p>h) Assess remaining needs and create action plan to attend to them</p>			
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